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<th>Suggested Agenda / Areas of discussion</th>
<th>Things you could bring to show/give the students</th>
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| Welcome Week – Initial meeting with tutees | ▪ Explain your role as an Academic Tutor:  
▪ Help students reflect on their academic progress  
▪ Work with them to identify strengths/weaknesses in relation to their studies  
▪ Encourage them to develop their study skills (by signposting to Study Advice, Liaison Librarians etc)  
▪ Help them make decisions in relation to their course  
▪ Support them to review, reflect and act on feedback received  
▪ Discuss career ambitions and signpost relevant opportunities and services  
▪ Write references, when necessary  
▪ Help students identify appropriate extra-curricular opportunities  
▪ Refer them to specialist support services as and when necessary  
▪ Expectations for future meetings, e.g.  
▪ Group or one-one  
▪ When are you available, and how can students contact you?  
▪ Who will arrange the meetings?  
▪ What students should prepare/bring  
▪ How you/they should keep records  
▪ Choice of modules/options.  
▪ Role of Support Centres  
▪ Transition to university (academic, social, accommodation etc.).  
▪ Remind students about Study Smart and their STaR mentors.  
▪ Have they been able to access RISIS/Blackboard? | Student Charter  
Student signposting document  
Postcard about the Academic Tutor System  
Template for students to record meetings  
Information about Study Smart [https://www.futurelearn.com/invitations/university-of-reading/study-smart/9yvd6vr9jpa2tuipvi35eveyqdsui7gp](https://www.futurelearn.com/invitations/university-of-reading/study-smart/9yvd6vr9jpa2tuipvi35eveyqdsui7gp)  
Materials to support you  
Guide for Academic Tutors  
(see this Guide for an expanded explanation of the role of the Academic Tutor)  
Academic Tutor Toolkit |
### Suggested Outline for Part 1 Academic Tutor Meetings

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<td><strong>Term 1</strong></td>
<td>- First impressions of University coursework / workload (including assignment deadlines) and study methods.&lt;br&gt;- Ask if they have completed <em>Study Smart</em>, discuss what they have gained from the course and reinforce the benefits of doing Study Smart if they have not yet done so.&lt;br&gt;- Any strengths or weaknesses that may affect their academic progress and feedback on assignment(s) so far.&lt;br&gt;- Disclosure of any disability (if relevant).&lt;br&gt;- The <em>Student Charter</em>— discuss the Charter, and what it means for them.&lt;br&gt;- Opportunities to engage with University-wide/School/Department specific personal or professional development programmes.&lt;br&gt;- Agree action points based on the above.</td>
<td>- A schedule of your assignment deadlines for the term/year.&lt;br&gt;- Identify any particular strengths and weaknesses that are likely to affect your academic progress.&lt;br&gt;- Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</td>
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<tr>
<td><strong>Term 2</strong></td>
<td>- Reflect on action points from term 1 meeting.&lt;br&gt;- Expectations and experience of the course so far.&lt;br&gt;- Study skills development, including assignment deadlines and exam preparation.&lt;br&gt;- Discuss progress (for example, using the Student Progress Dashboard) and feedback received on assignment(s).&lt;br&gt;- Attendance record for term 1 etc. (using data on RISIS)&lt;br&gt;- Look ahead to Year Abroad options, placement arrangements and Part 2 option choices (as appropriate).&lt;br&gt;- Consider summer plans and possible career development (work experience, etc.).&lt;br&gt;- Non-academic matters: accommodation, societies, social development etc.&lt;br&gt;- Agree action points based on the above.</td>
<td>- Consider your progress in Term 1, Year Abroad / placement options (if appropriate) and summer plans / work experience and links to future career.&lt;br&gt;- Reflect on the effectiveness of your existing study skills.&lt;br&gt;- Identify any particular difficulties (academic, social or personal).&lt;br&gt;- Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.</td>
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<tr>
<td><strong>Term 3</strong></td>
<td>- Reflect on action points from term 2 meeting.&lt;br&gt;- Exam and placement results (if appropriate), degree programme progress so far.&lt;br&gt;- Options for Part 2 (if appropriate).&lt;br&gt;- Summer plans and possible career developments/work experience.</td>
<td>- Consider your Part 2 option choices and Part 1 progress.&lt;br&gt;- Identify any particular difficulties (academic, social or personal).&lt;br&gt;- Identify assignment(s) / exam papers to discuss feedback - bring feedback to the meeting.</td>
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| **Term 1** | - Reflection on achievements in Part 1 / summer, identification of any future developmental steps or targets for continued improvement and where students can seek advice and support to achieve these (e.g. Study Advice).  
  - Transition to Part 2 – discuss any implicit or explicit step-ups in expectations, workload, and level of understanding.  
  - The Student Charter – revisit the Charter.  
  - Option choices (if appropriate).  
  - Coursework / workload (including assignment deadlines) and study methods.  
  - Opportunities to engage with University-wide/School/Department specific personal or professional development programmes.  
  - Placement arrangements (if appropriate).  
  - Career Development and other non-academic matters.  
  - Agree action points based on the above.                                                                                                                                  | - Identify particular strengths and weaknesses that are likely to affect your academic progress.  
  - Prepare a schedule of your assignment / placement deadlines for the term/year.  
  - List your extra-curricular activities and work experience over the last year.                                                                                   |
| **Term 2** | - Reflect on action points from term 1 meeting.  
  - Academic progress (for example using the Student Progress Dashboard), including feedback on assignment(s), placements, attendance record for term 1 etc.  
  - Study skills development, including assignment deadlines and exam preparation.  
  - Summer plans, possible career development (work experience, etc.) and non-academic matters.  
  - Agree action points based on the above.                                                                                                                                 | - Identify any particular difficulties (academic, social or personal).  
  - Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.  
  - Consider your summer plans and any links to future career(s).                                                                                                             |
| **Term 3** | - Reflect on action points from term 2 meeting.  
  - Academic progress, including feedback on assignment(s), placement(s), attendance record for term 2 etc.  
  - Exam preparation and revision techniques (if appropriate).  
  - Dissertation plans and planning for Part 3 (options).  
  - Summer plans and possible career developments/work experience.                                                                                                                                 | - Consider your Part 3 option choices, placement(s) and project/dissertation topic (as appropriate).  
  - Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting.                                                                                   |
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<td>▪ Reflection on achievements in Part 2 / summer, identification of any future developmental steps or targets for continued improvement and where students can seek advice and support to achieve these (e.g. Study Advice). ▪ Discuss expectations of transition to Part 3. ▪ Option choices and dissertation / project. ▪ Coursework/ workload (including assignment deadlines) and study methods. ▪ The Student Charter - revisit the Charter. ▪ Career plans, work experience, personal / professional development opportunities. ▪ Placement arrangements (if appropriate). ▪ Intentions for employment / further study, including information for references (e.g. CV). ▪ Agree action points based on the above.</td>
<td>▪ Identify particular strengths and weaknesses that are likely to affect your academic progress. ▪ Prepare a schedule of your assignment / placement deadlines for the term/year. ▪ List your extra-curricular activities and work experience over the last year.</td>
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<td>Term 2</td>
<td>▪ Reflect on action points from term 1 meeting. ▪ Academic progress (for example, using the Student Progress Dashboard), including: assignment schedule for this term, feedback received on assignment(s) and attendance in term 1, final stages of dissertation/project/placement and preparation for final examinations (as appropriate). ▪ Improvements to their CV and intentions for employment/further study. ▪ Agree action points based on the above.</td>
<td>▪ Identify particular difficulties (academic, social or personal). ▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting. ▪ Prepare an updated version of your CV.</td>
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<td>Term 3</td>
<td>▪ Reflect on action points from term 2 meeting. ▪ Attendance and academic progress in Term 2, including feedback on assignments. ▪ Preparation for final examinations, including revision plans, techniques and special circumstances. ▪ Intentions for employment / further study, including information for references (e.g. final CV).</td>
<td>▪ Identify any concerns in planning for finals. ▪ Identify assignment(s) / placement(s) to discuss feedback - bring feedback to the meeting. ▪ Prepare a final version of your CV.</td>
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